DOCUMENT RESUME

ED 087 940 CE 001 057

AUTHOR Spice, Richard D.
TITLE Characteristics for Personal and Leadership Development as an Integral Part of Instruction for Vocational Students.
INSTITUTION Washington State Coordinating Council for Occupational Education, Olympia.
PUB DATE Jan 73
NOTE 22p.

EDRS PRICE MF-$0.75 HC-$1.50
DESCRIPTORS *Behavior Development; Educational Programs; Employee Attitudes; *Individual Development; Industrial Education; Job Satisfaction; Leadership Qualities; Leadership Training; Learning Activities; Personal Growth; Student Organizations; *Teaching Guides; Vocational Development; *Vocational Education; *Work Attitudes

ABSTRACT

The document is a response to the evidence indicating that the majority of workers who lose (or are unhappy in) their jobs, do so because of factors other than lack of job skills and that those seeking employment must possess more than just job skills to be successful. Since the task of vocational educators is to prepare students for successful employment, it is necessary that vocational programs include instruction and activities that develop both job skills and personal and leadership abilities. This instructor's guide is intended to assist in the development of a curriculum which will meet these objectives. A personal and leadership instructional package for vocational students makes up three-fourths of the guide. It is divided into four sections: personal development, social attributes, leadership skills, and job knowledge. Within each section the material is presented in four columns: performance goal, required knowledge, learning activities, and references and aids. (Author/SA)

ED 087940

Characteristics for Personal and Leadership Development As An Integral Part of Instruction for Vocational Students

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Prepared by:

Richard D. Spice, State Director
Washington State Association of VICA

Coordinating Council for Occupational Education

January, 1973

CE 001 057

INTRODUCTION

Leaders in business and industry tell us that 80% of the people who lose (or are unhappy) jobs, do so because of factors other than lack of job skills!! They further emphasize that those seeking employment must possess more than just job skills to be successful!

What then must the individual possess to make him more employable and better assure success and advancement on the job? Leaders in industry call it many things. Some of the attributes given are:

1. Good attitudes
2. Poise
3. Friendliness
4. Responsible
5. Positive "self concept"
6. Cooperative
7. Good "listener"
8. Teamworker
9. Communication skills
10. Appearance
11. Problem solving ability

The vocational educators mission is to prepare students for successful employment. It appears the vocational program must include instruction and activities that develop both job skills as well as personal and leadership abilities.

This document identifies various aspects of personal and leadership development desired by industry and provides activities and reference information to develop student capabilities in them. It is intended as a guide to assist the instructor to develop his curriculum to meet his program objectives.

There may well be other activities which are important and useful in personal and leadership development. The reference aides listed are only a sampling of the numerous resources available. It is our hope that local teachers will critique this document and supply us with additional information for the reference section so we can include them in future printings.

WHY? PERSONAL & LEADERSHIP DEVELOPMENT!!

Every T & I program should include an active VICA program as an integral part of instruction.

President Nixon, in a February 1972 letter to the Executive Director of VICA, said:

> "Several reports on the Vocational Industrial Clubs of America have recently come to my attention, and I want to tell you how impressed I am with the activities of your organization."
>
> "The young have a special vision of purpose and idealism which America will certainly need in the future. And America also needs the skills which VICA members are learning and applying -- not just for a better life for themselves but for the good of their neighbors as well."

The National Advisory Council on Vocational Education, in their 7th Report in November 1972, said:

> "For many years, Vocational Student Organizations have typified the cooperation between education and the private sector which is being so urgently sought today. These student organizations have supplied their members with incentives and guidance which we recognize now as essential to bringing relevance to education, and which we accept as an integral part of the emerging career education concept."
>
> "We must provide - at every level - a welcoming climate in which these vital organizations can grow to their full height. They must be given every reinforcement."

Reference is made to the policy statement by the former U. S. Commissioner of Education, Mr. James E. Allen, Jr., dated January 29, 1970, entitled "Vocational Education Youth Organizations:"

> "The purpose of the Office of Education in encouraging youth organizations, which are related to instructional programs, is to improve the quality and relevance of instruction, develop youth leadership, and provide wholesome experiences for youth not otherwise available within the schools."

U. S. Commissioner Marland regarding vocational youth groups at the AVA Conference in December 1971:

> "I enthusiastically support all vocational education youth groups."

In December, 1972, the Washington State Advisory Council to Vocational Education, SCR-23 Report to the Washington State Legislature, made the following recommendations:

> "The State Board of Education should include within its existing occupational education requirements substantial attention to the development of good work attitudes and habits and human relation skills required in the working world."
>
> "The State Board of Education and the State Board for Community College Education should see that good work attitudes and habits and human relations skills are given increased emphasis in the vocational training programs under their jurisdiction."

On September 25, 1970, the Coordinating Council for Occupational Education adopted guidelines for vocational education youth groups. A quote follows:

> "Vocational education youth organizations should be used as integral parts of vocational education instructional programs in public and private schools, and should complement and enrich instruction."

Quotes from the Washington State Plan, Part I, include:

> "The use of vocational education youth organization activities as an instructional vehicle in preparing the vocational student for his career objectives. Such activities will be co-curricular when they complement the vocational instruction offered and are supervised by persons who are qualified as vocational education teachers and supervisors in Washington."
>
> "The program of instruction should include activities of vocational education youth organizations which are an integral part of the vocational instruction offered and which are coordinated by vocational education personnel."

Superintendent of Public Instruction Form 72-5, "Criteria for Vocational Education Programs," states:

> "Leadership development through planned activities, providing for transition from school to job, is an integral part of the program. The vocational education youth organizations are designed to meet this need."
>
> "Student leadership development activities are an inseparable part of the total vocational learning experience. The program proposal narrative will specifically indicate how leadership development will be provided. This will include objectives and estimated classroom time."

VOCATIONAL STUDENT ORGANIZATIONS

How do vocational student organizations relate to job preparation programs? These organizations are designed to be co-curricular with the vocational program. They concentrate on self concept, leadership, initiative, teamwork and involvement. They place emhasis on directing student leadership to work toward their goals, positively, within the frame work of the establishment.

Participation in a formal organization offers opportunities, challanges and benefits not generally available in the classroom setting. Some advantages are:

1. Group identity/status (State and National)

2. State and National activities
   a. leadership training
   b. competitive activities
   c. State and National officers

3. Recognition by industry

One way of visualizing the relationship of vocational student organizations as an integral part of the instructional program is:

Certain activities and exercises as described in the outlines in this document are "built-in" to the instructional program for all students. The student organization is then used to reinforce and broaden these instructional concepts. Membership in the organization is voluntary and those chosing membership can avail themselves of the additional services and activities offered by the State and National organizations.

You could liken it to the fact that everyone eats the meal and those who have cleaned up their plates get desert!

PERSONAL AND LEADERSHIP DEVELOPMENT INSTRUCTIONAL PACKAGE

for

VOCATIONAL STUDENTS

The instructional program for Trade and Industrial Education students should develop characterisitics in the following catagories: Personal, Leadership, Social, and Job Knowledge. Skills and Knowledges in each of these catagories will equip the student to better function and succeed in his work and lead a full life.

It is suggested that whenever possible in using the performance goals in the following section, the teacher put himself in the position of an employer or manager from industry and the student in the role of the employee. Emphasis should be placed on making the instruction relevant to the employment field for which the student is preparing.

GOAL

Each student completing his course of study will have developed capabilities and skills in Personal, Social, Leadership, and Job Knowledge areas, to prepare him to succeed in his future job and lead a full life. The program will place emphasis on student involvement and embrace the concept of "take the person from where he is and develop him to the extent you can."

PERSONAL DEVELOPMENT

for

VOCATIONAL STUDENTS

The Trade and Industrial Education student needs to develop certain personal characteristics which will prepare him for situations he will encounter in both his employment and everyday life.

This section identifies performance goals and methods the teacher can use to develop important personal attributes for each of his vocational students.

GOAL

As an integral part of the instructional program, the student upon completion of his vocational training will have developed personal attributes sufficiently to enhance his ability to cope with situations he will encounter in life and his work - for a successful life.

VOCATIONAL INSTRUCTIONAL UNIT Personal Development

Performance Goal	Required Knowledge	Learning Activities	References & Aids
Demonstrate an understanding of personal growth thru self-appraisal techniques	Methods of self-analysis: What have I done well? What do I like to do? What are my capabilities? What do I dislike? What have I been criticized for? What are my goals? How can I plan to achieve my goals?	Develop personal appraisal sheet	Employment Agencies Local employers
Demonstrate an understanding of human needs and desires for happiness and success	Hierarchy of Needs Achievement -self-fullment) -ego) + -affectional) Basic -security) - -physical)	Study how each level when fulfilled leads to the next. Learn the types of rewards or accomplishments which will fulfill each level. Study how your intended job will help you attain your needs.	Management development texts Psychology texts
Explain and describe accepted principles of good human relations with fellow employees	Basics of good human relations: dependability honesty sense of humor friendliness loyalty enthusiasm	Role playing VICA activities Club competition Meetings with industry representatives	Local industry

VOCATIONAL INSTRUCTIONAL UNIT Personal Development

Performance Goal	Required Knowledge	Learning Activities	References & Aids
Prepare a factual written report on a job related subject in a presentable form	Written communications Job knowledge Report writing basics	Term and project reports Review types of reports your job area requires	Report writing texts English teacher Local industry
Demonstrate an understanding of personal hygiene and appropriate grooming and appearnce	Proper dress, hair care, and personal hygiene Job requirements	Study accepted standards for specific industries for: -new employees -established employees Analyze and determine acceptable standards for peer groups and social functions	Actual contact with industry advisory committees Health texts
Demonstrate and understanding of acceptable and proper conduct in inter-personal and group relations	Basic etiquette Language Listening ability Friendliness Loyalty Dignity	Role playing Group games Shop "greeter" Communication skills Committee work	Etiquette text
Exhibit the characteristics of a positive constructive attitude versus a negative one. Explain the importance of a positive approach to a happy, successful life.	Motivating techniques Enthusiasm How to get things DONE thru others Rapport "People centered"	Salesmanship Role playing Shop leadership	Personal development magazines and texts -Maltz -Peale -Carniegie, etc. Salesmanship texts

VOCATIONAL INSTRUCTIONAL UNIT Personal Development

Performance Goal	Required Knowledge	Learning Activities	References & Aids
Prepare a sample budget and explain the purpose and use by an individual of a budget	Purpose and form of a budget -debit - credit -methods of budgeting	Budget preparation and analysis What do you want budget to accomplish? Analyze what budget should contain Class discussion Banker or credit bureau speakers	Business Administration texts County Extension Agent Employment Service Local credit bureau Local banker Local credit union
Explain the concept of credit, its value and pitfalls	Credit application Interest rates Payment plans Credit costs Pitfalls	Credit union speaker Banker Group discussion Role playing	Business Administration texts County Extension Agent Credit union Credit bureau
Explain, using a job related situation, the basic economics of profit and loss with the resulting effects on the employer and employee	Profit/loss Effects on business Causes of loss Ways to improve profit %	Industry speaker Employee's role in securing profits Things and activities causing profit and/or loss	Economics texts Local industry Banker
Describe the effect of enthusiasm and motivation to individual success and ways of cultivating them	Motivation Enthusiasm How they contribute to success How to cultivate	Role playing Famous people success stories Effects they have on the individual VICA activities	Local Junion Chamber of Commerce

VOCATIONAL INSTRUCTIONAL UNIT Personal Development

Performance Goal	Required Knowledge	Learning Activities	References & Aids
Demonstrate the ability to communicate both orally and in writing in a simulated job situation	Methods of oral and written communication How these skills are used on job and the effect the skill has in job success	Committee activity Project reports Role playing Shop management	Text books Local industry

SOCIAL ATTRIBUTES

for

VOCATIONAL STUDENTS

The Trade and Industrial Education student needs to develop certain social attributes which will prepare him for situations he may encounter in his everyday life as a functioning member of society.

This section identifies performance goals and methods the teacher can use to develop important social attributes for each of his vocational students.

GOAL

As an integral part of the instructional program, the student upon completion of his vocational training will have developed social attributes sufficiently to prepare him to cope with any situation he might encounter in the future as a functioning member of society.

VOCATIONAL INSTRUCTIONAL UNIT Social Attributes

Performance Goal	Required Knowledge	Learning Activities	References & Aids
Demonstrate a knowledge and understanding of the U. S. Government	Flag Pledge National Heritage National Leadership Voting Elections Individual Rights	VICA meetings Civic club meetings and speakers School and club elections Role playing	Civics texts Veterans groups Civic groups
Explain the relationship social functions play in one's work and future	The total picture of those activities which enhance and/or deter one's progress in his job happiness in life	Club socials Fraternal organizations Civic organizations Church work Role playing Group discussions	Local organizations
Demonstrate an ability to properly greet another person	Handshake Posture Smile Conversation	Role playing Shop greeter Shop foreman Club activities Courtesy Committee	
Demonstrate the ability to carry his part of an informal conversation	When to speak When to listen Effective communication Proper language Know with whom you are speaking	Role playing Committee meetings Explanation of job Transfer assignments Social events	English teacher Communication texts

VOCATIONAL INSTRUCTIONAL UNIT Social Attributes

Performance Goal	Required Knowledge	Learning Activities	References & Aids
Function as a participating member of a discussion or working group	Function of committees Communication skill Parliamentary procedure	Club meetings Committee meetings Role playing Parliamentary procedure games	Shop advisory committee Local organizations Junior Chamber of Commerce Robert's Rules of Order
Explain the concept of our democratic society and how it affects his future life and employment	Government structure Its strengths and weaknesses - its effect on your job	Meetings with political figures Visits to government offices Group discussions Guest speakers	Political organizations Political officials

LEADERSHIP SKILLS

for

VOCATIONAL STUDENTS

The Trade and Industrial Education student needs to develop certain Leadership Skills which will prepare him for challenges he may encounter in the future and afford him the opportunity to advance to the fullest extent.

This section identifies performance goals and methods the teacher can use to develop important leadership skills in each of his vocational students.

GOAL

As an integral part of the instructional program, the student upon completion of his vocational training, will have developed leadership skills to enable him to accept leadership challenges he may encounter in his job or other facets of his life and use this leadership ability to be successful.

VOCATIONAL INSTRUCTIONAL UNIT Leadership Skills

Performance Goal	Required Knowledge	Learning Activities	References & Aids
Explain the function and roles that unions and companies play in the industry for which you are training	What are unions? Their functions? How do they affect your employment plans?	Speakers Attend union meetings Group discussions VICA seminars Industrial visitations	Speakers from local labor and management groups Economics texts
Explain the importance of an ability to function in and get things done through group plays in success in industry	Basics of "Group Dynamics" Concept of strength in numbers Effectiveness of group action Applications to industry	Club activities Committees Political activities Speakers Professional societies	
Explain how participation in a youth organization (VICA) enhances one's ability to secure employment and be successful	What is VICA, its purposes, and values to vocational students? How active participation in all facets of VICA can help secure employment and enhance success	VICA meetings and activities Industrial speakers Study of VICA motto, creed, and purposes VICA ceremony Speakers from civic and fraternal organizations	
Demonstrate ability to speak effectively before a group on a subject of interest (job related)	Methods of speech preparation Effective delivery techniques Know your audience Speech delivery	Speak before: Advisory Committee Civic groups Church groups School assemblies VICA competition	Speech teacher Speech texts, tapes, etc. Video tape playback

VOCATIONAL INSTRUCTIONAL UNIT Leadership Skills

Performance Goal	Required Knowledge	Learning Activities	References & Aids
Demonstrate an understanding of basic parliamentary procedure as used in business meeting	Basic parliamentary procedure methods: -make motion -amend	Parliamentary procedure games Role playing VICA club meetings VICA competition	Robert's Rules of Order Civic and fraternal groups
Demonstrate competence in group leading to arrive at a "consensus" on a job related subject	Conference leading techniques Work for consensus Communications skills	VICA committee meetings Shop planning meetings Leadership games Role playing	
Demonstrate at least one technique for gaining acceptance by his work group of an idea he is trying to sell	Salesmanship Persuasion techniques Communication skills	Role playing Shop discussions and planning sessions Club activity planning meetings Run for VICA office	Salesmanship texts Psychology texts
Demonstrate an understanding of essential ingredients of good "human relations"	Good human relations: -treat people as individuals -don't pass buch -be loyal -be constructive -consideration -listen	VICA acitivities Shop relations Shop foreman VICA office	Salesmanship texts Psychology texts

JOB KNOWLEDGE

for

VOCATIONAL STUDENTS

The Trade and Industrial Education student needs to develop certain skills and knowledges about the world of work to prepare him for situations he may encounter in job procurement, maintenance, and advancement.

This section identifies performance goals and methods the teacher can use to develop needed "job knowledge" in each of his vocational students.

GOAL As an integral part of the instructional program, the student upon completion of his vocational training, will possess skills and abilities to identify, secure, and maintain employment in the field for which he has been trained.

VOCATIONAL INSTRUCTIONAL UNIT Job Knowledge

Performance Goal	Required Knowledge	Learning Activities	References & Aids
Prepare a personal resume for use in obtaining employment	Resume preparation what is in it? proper form purpose	Study sample resumes Speakers from industry Resume writing and critiques by class Advisory committees	Local employment agencies Industry
Prepare an appropriate letter of introduction for a job application	Purpose Style Content	Study samples Communication course Speakers from industry Preparation of document Outline purpose	Local employment agencies Industry
Demonstrate the ability to properly prepare a job application	Application preparation importance purpose methods things employers look for	Practice filling out samples from local industry-critique them VICA competition Involve industry people	Local employment agencies Industry
Demonstrate ability to participate in a job interview	Interview what is it? your role techniques for success	Role playing VICA competition Industry speakers Actual employment interviews arranged by teacher with feedback by industry	Industry representatives
Develop and explain a total plan for obtaining employment in a selected occupation	Outline a plan for job Procurement identification Research inquiry application selection	Study models Speaker from industry Group discussions Develop a plan	Employment agencies Local industry

VOCATIONAL INSTRUCTIONAL UNIT Job Knowledge

Performance Goal	Required Knowledge	Learning Activities	References & Aids
Demonstrate ability to lead/ supervise others in a simulated job situation	Principle supervision -methods -roles -skills needed -desired results -labor relations	Role playing Shop foreman VICA office local state national Student government leader Committee chairman	
Explain the principles of economics in industry and its importance and effect on employees and employers	Job economics what is it? effect on you, employer your role	Industry speakers Group discussions Industrial tours Effect of wastes, non-production time, theft, spoilage, etc. on profit Effect of profit on job	
Indicate those traits and characteristics most likely to result in loss of chosen job in order of significance	Job requirements, rules, and standards Effect on employment of: poor attendance insubordination theft disloyalty negative attitude cronic complainer unsafe workmanship waste appearance	Industry speakers Case studies Role playing Group discussion VICA meetings	Employers

VOCATIONAL INSTRUCTIONAL UNIT Job Knowledge

Performance Goal	Required Knowledge	Learning Activities	References & Aids
Explain what employers in chosen field expect of their employees	What employers in chosen field find important in employee selection -job skills -personal attitudes -leadership skills -social activity -participation in organizations		Employers
Demonstrate an understanding of the relationship collective bargaining plays in his particular employment area	Collective bargaining: -what is it? -how does it affect your job? -what is your role? Respective role of management and labor	Labor and management seminars, speakers, panels Group discussions Study of previous standards and legal rulings	Unions Companies Economics texts
Explain and list in order of importance skills, characteristics, and traits most essential to success in chosen employment area	Understand the nature of the job What successful people say contributes to success Your role in job Your future goals	Industry speakers Industry tours Group discussions Goal setting	Unions Companies Economics texts

LIST OF REFERENCES

Personal Development

Success Unlimited Magazine, Combined Registery, Co., The Arcade Bldg., 6355 Broadway, Chicago, Illinois 60660

Local Officers Handbook, Ohio VICA, State Office Bldg., 65 Front Street, Columbus, Ohio 43215

Toastmasters International, contact your local group

American Vocational Journal, 1510 "H" Street N.W., Washington, D.C. 20005, September 1971

Social Attributes

Etiquette Books

Communication Skills Texts

Fraternal Organizations

Leadership Skills

Leadership Handbook, Vocational Industrial Clubs of America, Falls Church, Virginia, June 1970

Leadership Training - Conference Leadership, Louisiana State Vocational Curriculum Development and Research Center, Natchiloches, Louisiana, 1976

Junior Chamber of Commerce, contact your local group

Job Knowledge

Employment Offices

Labor Organizations

Employment Security

Vocational Counselors